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Educatin in America: Mr Choate's inaugural addres, August 1st, 1903

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OXFORD UNIVERSITY EXTENSION.

EDUCATION IN AMERICA.

Mr. CHOATE'S INAUGURAL ADDRESS,

AUGUST 1st, 1903.

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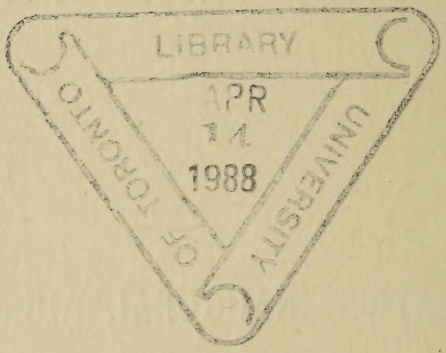
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N responding to the flattering invitation of the Vice-Chancellor to open this Course of Summer Lectures by an Inaugural Address, it was with no presumption on my part that I could say anything that would instruct the instructors, or educate the educators. He would be a vain man indeed who would dare to come to Oxford with any such idea as that. The only service that I can render is to open the way for those public spirited and self-denying teachers, who for the coming month will guide your studies by unfolding the rich stores of their ample learning.

In casting about for a subject—if I required a subject for this occasion—I appealed to the tried experience of the Secretary, who kindly suggested that as the principal course of the season was to be upon the Middle Ages, I should take that vast subject for my theme. But America has no place in the Middle Ages. I see by the programme that the year 1485 is assigned as the terminus of that period of modified darkness, but surely there must be a mistake of seven years, for Columbus did not discover America till 1492. Then it was that there was a new creation —a new adjustment of the little world which we inhabit. Up to that time one half of the earth was

still waste and void. It had been lost since the beginning of time. It was buried in that darkness which was upon the face of the deep; but the spirit of God moved upon the face of the waters, and opened the new hemisphere to the yearning eyes of the brave Genoese — and again He said Let there be Light, and there was Light.

But however you may bound the Middle Ages, America contributes nothing to the studies and discussions which await you. I have carefully examined your programme and find not the remotest allusion to the Western Hemisphere. From ocean to ocean, from the North Pole to the South, it was—except for the barbaric civilization of Mexico and Peru—

a trackless wilderness, whose wild inhabitants afforded no lessons for modern society, unless indeed it be for that very minute section of it, on either side of the water, the mere sportsmen — who do nothing but sport—for they spent their whole lives through the entire Middle Ages in hunting, shooting, fishing and canoeing. There never was such splendid sport, although nothing ever came of it but more sport. They were indeed our leisure class, the only leisure class America ever had—dating back to an unknown antiquity, certainly before the Conquest, perhaps before the Flood. Possibly our Pilgrim and Puritan Fathers took warning from their example when they resolved to found a new civil society which

should consist, like More's Utopia, of working classes only, and established the Commonwealth on the gospel of hard work, as it continues to this day. And so, perhaps, after all America in the Middle Ages has contributed something to the sources of modern history.

I will therefore, if you will allow me, confine myself to the very modest endeavor to give you a mere glimpse of Education, of Universities, and University Extension in America, which may suggest to you their relation to the same great things in this country, without exposing me to the peril of commenting at all upon matters purely domestic here. A breeze from the West may sometimes be at least refreshing.

For 130 years from the great Discovery, while England was advancing by leaps and bounds, while Erasmus and Colet and More were doing their momentous work for the revival of learning in England, while Elizabeth's marvellous reign was perfecting the English language and literature, culminating in Shakespeare and Bacon—the whole Western Hemisphere remained undisturbed and undeveloped, except as the boundless enterprise and ambition of Spain invaded its tropical regions, and the energetic rivalry of Jacques Cartier and his successors led them to explore the St. Lawrence as the Pioneers of New France.

The first great act of the English Colonists after the landing of the

Pilgrim Fathers at Plymouth in 1620, and the more important Puritan Emigration under Endicott and Winthrop in 1628-9, was the first and a very signal example of University Extension—The foundation of Harvard College as a nursery of godly ministers for the service of the Colonies. The new College was the direct child of Cambridge: the leaders of the Colony were Cambridge men, with a very little Oxford leaven, and John Harvard, born in Southwark, and baptized in St. Saviour's Church, who gave his name, his library, and the half of his fortune to the new foundation, was a graduate of Emmanuel, the distinctly Puritan College at Cambridge. Its nurture and discipline were all drawn from

Cambridge sources, and for the first few decades it was a small counterpart, but in extreme poverty and littleness, of one of the Colleges of the ancient University from which it sprang.

While the Colonies still formed an integral part of the British Empire, eight more Colleges were founded after the same type, of which Yale, Pennsylvania, Princeton, and Columbia, still maintain their ascendancy. As their limited and very scanty endowments would permit, these all followed the English types exemplified in Oxford and Cambridge. They rendered great service to the Colonies and the Empire by training men, according to the approved classical and scholastic model, for the learned professions and for public life, and

adequately answered the very moderate demands of the community for higher education.

It was nearly two centuries from the foundation of Harvard in 1636, before the inadequacy of the Universities to supply the intellectual needs of the world, and to lead its advancing movements was suspected, and another generation still before it was fully found out and exposed. So long as they were only expected to furnish for the service of the nation the necessary supply of lawyers, doctors and ministers, of teachers, scholars and public men, and to lead and promote the growth of its literature, the old routine, the old curriculum of the Colleges and Universities embracing Latin, Greek

and Mathematics, with a little philosophy, metaphysics and history, were supposed to constitute the essential elements of the higher education which had sufficed for many generations..

But a new era was at hand. Probably there never has been such a revolution in social and civil life, as was produced by the application of steam and electricity to the practical use and service of man, which began in the lifetime of men standing here to-night, and ushered in an epoch of material development and progress such as the world never witnessed before, and which has by no means reached its culmination yet. The growth of the population of the United States from ten

millions to eighty millions, the reduction of a virgin Continent to their use, the creation of a vast system of transportation by railroads that occupied every corner and reached every town in the country, the adaptation of all the applied arts to the construction, equipment and decoration of public and private buildings, the rapid advance of science, the multiplication of inventions, the unparalleled growth of manufactures, and the consequent extension of commerce and trade, —all combined to create a new and enlarged civilization, which had outgrown the old Colleges and Universities, and threatened to leave them out, or at any rate far behind. This rapid and unbounded material and intellectual progress demanded and

employed an amount and variety of education and brain power, which neither their numbers, their resources, or their system of training enabled the old Universities to furnish. Probably a very small proportion of this mighty work, which characterized and marked the 19th Century, had been done or devised by the graduates of our old institutions of learning. While they had been filling the professions, the halls of legislation, the great public offices, the chairs of the teachers and men of letters, the nation had looked for and found a great army of men of brains and men of action to attend to its construction, its transportation, its manufactures, its commerce, and business of every kind.

It was found then that our higher education must be adapted to this startling and violent change in our national life, and that if our Colleges and Universities would hold their own, they must greatly increase their numbers, change their methods, and assume new and closer relations with the people whom they still aspired to instruct and lead.

In the first place their numbers were multiplied. At the beginning of the century there were only twenty-six Colleges and Universities in the whole territory of the United States, and many of these were in an infant and undeveloped state. They are now numbered literally by hundreds, bringing the higher education home to the people everywhere,

many of them richly endowed, most of them furnishing to the youth of the surrounding community an adequate and varied training, adapted to qualify them for business and for any public or private duty to which they may be called, although it may be far below the standard now set by Harvard or Columbia, Yale or Princeton.

These new Colleges were not all on the same model, but afforded a wide choice of courses of study, to suit the varied necessities of a greatly diversified community.

With the exception of a few of the older States which were already well provided with them by private means, each State in the Union has, by the use of public funds and lands, created

a State University;—and it has been the laudable ambition of several of our multi-millionaires to create Universities by the generous application of portions of their vast fortunes. It has been interesting to see how by this means powerful and most useful Institutions of learning could be created all at once as it were. I mean of course in a very few years. Of these, the University of Chicago, founded in 1892, endowed chiefly by the generosity of one man, now numbering over 3,000 students, and with an equipment approximating to that of its oldest sisters, is the leading example and compares favourably with the best.

The origin and foundation of the Stanford University, which owes its entire endowment to the lavish

generosity of Mr. and Mrs. Stanford, is full of pathetic interest. Travelling in Europe they had the unspeakable misfortune to lose their only child, a youth of great promise, Leland Stanford, junior. Returning to America they considered how they might best perpetuate his beloved memory, and conceived the noble idea of creating a great University that should bear his name to a distant posterity. They were not much versed in University traditions, and had no special knowledge as to how to create an institution of learning. But they cherished and fostered the happy idea that had come to them. They consulted the best experts that could be found;—they visited Harvard and Yale and studied their history

and methods, estimated the cost and value of their entire plants, and concluded that by an original investment of five million dollars, and a further five millions for equipment and maintenance, they might bring into existence a school of learning that should rank with the best, and be worthy of their highly honourable purpose.

They put their noble design into immediate execution, and on a splendid estate in one of the most beautiful regions of California, erected buildings that would be quite worthy of Oxford or of Cambridge, and in a very few years the Stanford University took its place among the valuable seats of learning in the United States, richly endowed and equipped,

commanding the services of distinguished professors and instructors, and thronged with many hundreds of students. Not only has it received the liberal amounts originally designed, but Mrs. Stanford surviving her husband has actually devoted to it the whole of their vast fortune, and thus they have indeed created a University which will be a lasting monument not to their lost son only, but to their own unstinted benevolence.

The Johns Hopkins University in Baltimore is another magnificent instance of private endowment, and is unique in its character among American Universities. It is mainly a post-graduate institution and embraces schools of Law, Medicine, Science, and Agriculture, and is a

nursery of original research, publishing from time to time the results of researches of professors and students. It has well fulfilled the hopes expressed for it by Mr. Huxley in his splendid address at its opening in 1876.

By far the most signal advance in University Extension yet made in America, is the latest in date—the creation of the Carnegie Institute of Research at Washington — with an endowment of ten million dollars, to be devoted absolutely to original research. Whoever believes that there is no more truth to be found, no new law of nature to be discovered, may as well join the ranks of those deluded ones who believe the end of the world is at hand. So long

as ideas rule the world, this Institute will occupy a foremost place among institutions of learning, and bring lasting fame to its generous founder.

I ought not to pass from this part of my subject without a reference to the source from which some of our oldest and most prominent Universities, like Harvard and Yale and Columbia and Princeton, derive the means of their maintenance and development, to enable them to meet their ever-increasing needs, and the enlarged demands of the present day. They receive no aid from the public funds; they have been built up and sustained by private contributions; and their increased means of usefulness are chiefly due to the loyalty and gratitude and

generous enthusiasm of their own graduates and their friends—which are found to be an unfailing support. It has come to be a common saying that no rich graduate can live or die without giving something to his University.

It goes without saying also that technical, professional, and trade schools of great importance and value, and in considerable numbers hold a high place among our modern educational establishments.

The Massachusetts Institute of Technology stands at the head of the whole system of technical education in the United States. It is primarily a school of industrial science. At the same time it finds room for the humaner studies. Mr. Mark, whose

essay on 'Education and Industry in the United States' has been published by the Board of Education, says of it :—

"Over and above the engineering courses of various kinds, there are courses in architecture, chemistry, biology, physics, geology, and there is a general course for those students who wish to secure an education based upon scientific study and experiment, but including a larger amount of philosophical study in history, economics, language, and literature, than would be consistent with the technical requirements of other courses."

Lord Bacon says that every man owes a debt to his profession, and many of these technical, commercial and professional schools in America owe

their high character, their great success and their munificent endowment to the loyalty and zeal of men who, without such advantages, by sheer force of brains and character, have succeeded in their various callings. Every man is naturally proud of the profession, business or art, in which he has himself succeeded, and it is to the eternal honor of many of our captains of industry that they manifest their gratitude by thus smoothing the footsteps to success of those who would follow where they have led.

The Drexel Institute in Philadelphia, the Pratt Institute in Brooklyn, the Armour Institute in Chicago, are conspicuous examples of the generous sympathy of successful men—with

the struggles and necessities of those who come after them.

The Founders, Mr. Drexel, Mr. Pratt, and Mr. Armour were very active and prominent men of business. Magnificent success had crowned their own efforts, and each of them determined to leave a memorial that should bear his own name, and spread through a wide circle the benefits of his great fortune. Nothing is more natural than that the founders of such institutions should desire to attach their own names to them, and so enjoy a certain earthly immortality—a privilege that cannot fairly be denied to them. They cherished ideals and aspirations far nobler than the material success which had come to them. One

couplet of the Psalm of Life had for them a practical meaning.

Lives of great men all remind us,
We may make our lives sublime,
And departing leave behind us
Footprints on the Sands of Time.

There are no more enduring memorials than these "footprints on the sands of time." It was a "footprint on the sand" that, by the aid of the magic touch of De Foe's genius, has immortalized the name of a naked savage on a desert island; and geologists tell us that the surface of the earth is marked with "footprints on the sand" that have lasted for countless ages, and are to-day as distinct and clear as when they were first implanted. What better footprints, what nobler memorial can any man leave behind him than to give

his name to one of these new creations, which shall carry the light of knowledge to the youth of distant generations?

You will perfectly well understand that our older Universities began as single Colleges, devoted to a strictly academic course, but as time went on there grew up about them and under their Government, professional schools, each with its own separate and special faculty, of which the President of the

Since this address was delivered, Columbia University in New York has announced the remarkable gift by Mr. Joseph Pulitzer of a million dollars to establish a School of Journalism, with a promise of an additional million when its success has been tested and proved—a notable example of what I have said as to the sympathy of successful men with the profession or business by which they have risen. Mr. Pulitzer himself is a striking instance of a man who, by sheer dint of his own personality, brains and energy, has made his way up from the very lowest round of the ladder to a very conspicuous place among journalists. His foundation is intended, and is well calculated, to raise the average standard of ability, morals and manners, in the profession from which his great fortune has come to him.

University was the head. Taking Harvard only as an example, it has its Schools of Divinity, Medicine and Law, each distinct from and independent of the old academic department, Harvard College proper. For admission to each of them something equivalent to a degree of Bachelor of Arts already obtained is in general required. So widespread is the repute of these schools that students resort to them from all parts of the country, bearing the Diplomas of the most approved Colleges—and we now hear that certain eminent English Jurists are advising their sons to go over to the Harvard Law School, as the best foundation for legal studies.

Harvard also maintains under the supervision of its Faculty of Arts and

Sciences, a Scientific School crowded with students upon whom after a full course of study it confers the degree of Bachelor of Science. It also maintains, under the same supervision, a Graduate School, which is yearly growing in strength and importance, and is already one of the most interesting departments of the University. It provides advanced courses of study for the Graduates of Harvard and other approved colleges, and enables them to qualify for the higher degrees in Arts, Science and Philosophy.

Thus have we endeavoured to accomplish the first and not the least important part of our University Extension, by increasing the number of our Schools of learning, and

enlarging and varying the branches of knowledge and instruction to which they are generally or specially devoted.

No adequate idea can be formed of the importance and utility of this enlarged system of Universities, Colleges, and Professional and Technical Schools, without a knowledge of the broad and firm foundation on which they rest—the common schools of the United States, which from the beginning have been the peculiar care of the people. It is not too much to say in this regard that Education has been the chief industry of the nation. The Constitution of the State of New York declares that the Legislature must provide for the maintenance and support of a system of

free Common Schools, wherein all the children of the State may be educated. And this is but a single application of the general policy, that each State owes to all of its children of both sexes, an education at the public expense, up to the point at which they may be able to sustain themselves in the struggle of life. Without this it was deemed that our Institutions, resting as they do upon universal suffrage, could not be safe or enduring. According as the condition in life of its parents permits, every child may, without expense to them, pass through the successive grades of primary, grammar, and high schools, and be prepared not merely for its narrow vocation in life, but also for the discharge of that

public duty which the possession of the suffrage involves.

Of course only a small proportion of the children of the State can avail themselves of the full benefit of secondary education provided, and a much smaller percentage can advance to a University training, but in the aggregate education is so generally diffused among the people, that the average labourer, mechanic, farmer or clerk, knows much more than enough to qualify him for his narrow and peculiar occupation, and can understand, and act, with some intelligence upon the public questions on which he is called upon to vote. Upon this broad and deep foundation our Universities rest, out of it they have grown, and with it they form

one entire and co-ordinated system, upon which a Government depending wholly upon the sum of public opinion of all its citizens may safely abide.

It is difficult to present the simplest statement of the magnitude of our common school system, without seeming to be guilty of gross exaggeration. According to the latest available statistics, the whole number of pupils enrolled exceeds 16,000,000, of whom fifteen and a half millions are in the primary and grammar schools, and 600,000 in the high schools and academies. It was to these common schools that the nation looked, when the Universities failed, for the supply of that brain power, energy and enterprise, which the making of the nation demanded. From this great mass the

accidents of birth, fortune and circumstance select the few, about 120,000 in all, who can avail themselves of the College and University training. But the combined intellectual force of the country is in the Common Schools, and out of it by a process of natural selection have been eliminated the effective genius, talent, and faculty which the exigencies of the age required for the expansion of modern life. To these in chief measure we owe the engineers, the inventors, the mechanicians, the practical scientists, who have directed our material development.

In the same way those who have read that fascinating book, Smiles's "Lives of British Engineers" must have been struck with the fact

that men who did so much for the making of England, for the most part enjoyed but little of the advantages of the higher education, but sprang from the people, and seemed by the mere force of natural faculty, to educate themselves for their great and responsible work. But, school or no school, college or no college, Genius will work its way to the front.

A single word more about our common schools, to me always a fascinating subject. Of the teachers whose numbers amount to about half a million, it is safe to say that much more than two-thirds are women—who here find a field of usefulness and honour, which lies at the foundation of our national prosperity and distinction. By general

consent, the conscience, the sympathy and the superior patience of women are deemed to qualify them in the highest degree for the wise and tactful instruction of the youth of both sexes. At any rate with us their general employment as teachers has proved a complete success.

I freely acknowledge my great obligations to the accomplished and faithful women who taught in the common schools of Massachusetts which it was my good fortune to attend. But since that remote day the scientific training of women in the fine art of teaching has advanced in a sort of arithmetical progression in normal schools, in colleges for women which fairly rival in dignity and equipment the best colleges for men, and in such

institutions as the College for the Training of Teachers in the City of New York. So that to-day great numbers of women, thoroughly qualified for the service of the State in the common schools and even in higher education, are to be found in all parts of the Union, and they exercise a wide-spread and powerful influence in elevating, refining and humanizing the youth of the Nation.

But however much we may multiply the number of our seats of learning, we cannot adapt them to the demands and exigencies of modern life, without a wide and radical departure from the ancient curriculum, which aimed only at qualifying youth to prepare for certain limited professions, or to take part in the administration

of public affairs. Whatever special calling a man is to follow after leaving the University, he ought to start with a generous and liberal education such as every gentleman should have. But if we want our Universities to fill the full measure of their usefulness in the grand action of the world of to-day, and to be responsible for the leaders in such great occupations as those of the Engineer, the Architect, the Manufacturer, the Merchant, the Banker, the Railroad President, the Journalist, the man of Science, and those who apply science to the useful arts on the grand scale upon which those callings are now pursued, cannot some system be evolved on a broader scale than that which prevailed in all the Universities before

this tremendous expansion of modern life began? Can we not attain the desired object of a liberal education upon which we insist for them all, without binding them all down to that system of training which once sufficed for candidates for the older professions, for public service and for the cultivated life of the leisure class? Cannot a scheme be devised which will enable every man who enters the University, to get the most out of himself, to begin to prepare for the life occupation for which he is best fitted, and to serve the community by the best exercise of the faculties with which he is by nature endowed?

These questions have been answered in the United States by

the adoption of the second form of University Extension to which I have referred, the broadening and expansion of the courses of instruction, and by the introduction of the open door for the human mind into the University curriculum. What is known as the elective system, which was practically unknown fifty years ago, has now, against great opposition, and in the face of inveterate prejudice been steadily gaining ground, and promises to prevail in our principal seats of learning. President Eliot who is well entitled to be called the author of this system in the United States, explains it thus :—

"The state of society at large under "freedom is perfectly illustrated by

"the condition of things in a "University, where the choice of "studies is free and every student "is protected and encouraged in "developing to the utmost his own "gifts and powers. In Harvard "University for example, thousands "of students enjoy an almost complete "liberty in the selection of their "studies, each man being encouraged "to select those subjects in which he "most easily excels and consequently "finds most enjoyment and most "profit."

It is not, however, to be supposed that because this wide liberty of choice is allowed to the individual student a less amount of work is required of him; on the contrary, a full and equivalent measure of study

is prescribed and exacted as under the old system, and the same degree is given for both.

I would not undertake to judge how far such a system could be adopted with wisdom or success, under the totally different social conditions which prevail here, but a glance at the programme of this Eleventh Summer Meeting prepared by the Delegacy for the extension of teaching would seem to show that it has already made considerable progress, and I believe that at Oxford there is practical freedom of choice for each student, without regard, of course, to degrees or honors.

You must not suspect for one moment that Harvard, or any of the other American Universities which

have adopted the elective system, are being converted into Technical Schools or Commercial Colleges. Far distant be the day when the first step in that direction shall be taken. On the contrary, they adhere rigidly in their academical course to the orthodox theory, that special study for professional or business life should be postponed, till a broad and general education has developed the faculties and character, and that only upon such a foundation can education in specialties safely rest. But many men have many gifts and different faculties. They are not all run in one mould, or all capable of making the most of themselves by studying the same things. The old classical course is still always open to all who desire to follow

it, and is maintained in a high degree of excellence. No preferential tariff is imposed on the humaner courses, an equal amount of duty and performance is exacted from the others;—and the modern languages, natural history, science and the many other studies that have been added to the curriculum, are accepted only as equivalents and substitutes for the more ancient requirements.

You are too familiar with the other forms of University Extension in which the United States have faithfully followed the lead of Oxford and Cambridge, to require me to enlarge upon them.

Chautauqua, with its 10,000 students;—the fourth quarter or the summer term at the University of

Chicago, where academic work goes right on throughout the year (48 weeks), like any other business, drawing students and professors from nearly all the other American Universities; the Harvard and Columbia Summer Schools, each gathering hundreds of students from all parts of the United States and from foreign lands; the splendid and effective work done by the Extension Society of Philadelphia;—are but examples and illustrations of what is going on for the promotion of higher education in many parts of the country.

Among them all the Chautauqua summer assemblage has done more than any other to stimulate and satisfy the desire for knowledge, and an earnest

purpose to acquire something like a University education, among those to whom fortune denied a regular college training. You should read Mr. Herbert B. Adams's account, of which I can only give you an abstract. It is really a University itself in session for the summer months, with schools of English language and literature, of modern languages, of classical languages, of mathematics and science, of pædagogy, of religious teaching, of music and the fine arts, of expression, of physical education, of domestic science, and of practical arts, instructed by learned professors, and by volunteers from the educated men and women of the land, and attended by thousands from every State and from foreign parts. It is really the pioneer of summer

schools, having held its regular sessions for nearly thirty years, and has constantly increased in the extent and power of its influence. It lays out courses of home study and reading for four years. "Work begun under competent direction at Chautauqua, may be continued, at home, by correspondence with the head of the 'school' throughout the year." In very rare cases, after very searching tests and examinations, such work may be rewarded by the degree of Bachelor of Arts or Bachelor of Science, which the Regents of the University, the highest educational authority of the State of New York, are empowered to confer. The number of local reading circles in all parts of the country, inspired and guided from Chautauqua in

the last twenty years, has been about 10,000, and its total enrolment of readers in that time has been about a quarter of a million. This is really bringing higher education home to the people in earnest. Chautauqua stands for hard study and high thinking, and its votaries are almost entirely the people of plain living. It is hard to measure its influence and power for good. President Roosevelt, who has long been known as a historical lecturer and writer, visited the assemblage in 1899, when he was Governor of New York. Welcomed by 10,000 people in the great amphitheatre, he said that he came to preach the gospel of intelligent work, that this Chautauqua did not come by chance, that it was the

result of years of hard work, and that now there is no institution more fraught with good to the nation than this.

The Regents of the University of the State of New York have had great success in promoting Extension Lectures in connection with the State Library at Albany, with the combined aid of travelling libraries, travelling pictures, extension lecturers, and State examiners, all working harmoniously and efficiently together under one central guidance at Albany. The Library is the great foundation of extension work in New York. To bring books to the people, to teach them what books to read and how to read them, and to bring the best books within their reach in connection

with the living voice of the lecturer, is the cardinal object and means of stimulating the love of study, and the thirst for knowledge.

In some of the States, notably in Massachusetts, travelling libraries are hardly needed, and not even a Carnegie Library is to be found. In that State, which consists of 350 townships, all but five had, at last accounts, established each for itself a free public library open to the use of all citizens, and maintained at the public expense; but even in such States, what to read and how to read it are still very serious questions, upon which great light ought to be shed by the Summer Lectures.

Emerson, whose name has been on all tongues lately in connection with

the centennial of his birth, and who was one of the greatest readers of his time, and got more out of his reading than almost any other man, laid down some cardinal rules for his own selection of books.

"Be sure," he says, "to read no mean books. Shun the spawn of the press on the gossip of the hour. Do not read what you shall learn without asking, in the street and the train. The scholar knows that the famed books contain first and last the best thoughts and facts. In the best circles is the best information."

"The three practical rules," he says, "which I have to offer are: 1. Never read any book which is not a year old; 2. Never read any but famed books. 3. Never read any but what

you like." Thus out of the tens of thousands of books that issue from the press every year, he would let the world first winnow for him the chaff from the wheat, and from the hundreds of good books that were so eliminated he would have each student select for himself what his own necessities and his own taste required. At all events, one of the greatest services which your lecturers can render, is to guide you in the choice of the books in your selected course.

But enough of our American methods. By substantially the same means the two countries are pursuing the same end of popularizing the higher education—of bringing it home to the people—and securing its benefits not only to those

whom fortune or circumstance enables to spend four years at the University—but to that vastly greater number, whose thirst for knowledge and desire to make their working lives more useful and more happy, lead them to seek and avail themselves of the great privileges which the various methods of University Extension supply. To continue in after life the delights and profit of those studies, which the great majority of University men leave behind them when they take their degrees—to extend them in generous measure to the less fortunate, who have had to enter upon the struggle of life without them—and to apply the systematic methods of College training to many general and popular

subjects, for which no place is found in the established curriculum, are the three great objects which these and other summer courses of lectures and reading have successfully attained.

To come for these high purposes to Oxford—this most ancient seat of education known to the English race—about whose venerable Halls and Libraries, quadrangles and walks, cluster all the history, traditions and memories of many centuries of learning and study, whose very air is redolent of knowledge and wisdom, seems to me to be the highest reward and privilege of the earnest seeker after truth.

One supreme advantage you enjoy, which will make the month you

spend here more rich and profitable than a whole year to the ordinary University student. He who comes here because he is sent, because it is the fashion to come, because his parents know not what else to do with him in the four years which separate youth and manhood, carries away, I fear, very little to show for his time. But you who are in dead earnest, who come because you cannot stay away, and with the firm resolve to make the most of the opportunity, will go home bearing your sheaves with you, and fruits of study which will enrich and gladden all your days.

Upon one thing I must especially congratulate you—the presence of women on an absolutely equal footing in attendance upon all the courses

that are offered here. Here in conservative Oxford, and in the Summer School of Harvard which on other occasions equally ignores the idea of co-education, these men and women, earnest and ardent seekers after truth, sit on the same benches, hear the same lectures, pursue the same studies, and live the same lives, while this ideal month lasts. The young daughter of Somerville or Girton, of Radcliffe or Barnard, who is in search of more light and the higher life, finds here her full and equal opportunity.

And this brings me to the last point I wish to make, that these Summer Meetings are not only an opening of the doors of the University to those who have been shut out —not merely an exchange of learning

between different Universities and Colleges and Schools, but they constitute a real international exchange of knowledge and opportunity. I see in this audience visitors from all the Continental nations, all bound on the same glorious errand, and what I rejoice in still more, men and women from my own country, who having acquired what our own Universities had to give, have crossed the seas for the sole purpose of spending a month in this congenial company, in these sympathetic and inspiring surroundings, in this Oxford, the historic and perpetual home of the scholar.

It is such intercourse as this—the exchange of ideas, of sentiments, of hopes and aspirations, that will be of

priceless benefit to both countries. Cecil Rhodes, that great Englishman, —"great empire builder," as the *Times* calls him—great citizen of the World as I prefer to call him, for so his will attests him,—with the most comprehensive and exalted view of the unity of the race to which he belonged,—has provided that henceforth forever, there shall at all times be at Oxford 100 American youth selected from all the States, here to receive and enjoy, and to carry home, the best fruits of her nurture and instruction, which this ancient nursery of scholars and wise men has to bestow. We shall try to give you our very best—picked men on whom no opportunity will be wasted—men who will be ambitious to win your

highest honours and rewards—and I am sure they will carry home with them what is of more value than all that, a better knowledge of our own country and of yours—a better understanding of the relations which should exist between them, a more generous sympathy of race with all who speak the English tongue.

And now will not some rich American—there are plenty of them who could do it without feeling it—I could name scores of them—will not some broad-minded and patriotic American respond to Mr. Rhodes's challenge, and in his life-time—now—straightway—make a similar and equal provision for one hundred young Britons—English, Scotch and Irish—to be maintained at all times at

such Universities in the United States as they may select—the best men you can give us—who would study England from the American point of view, while they are studying America from the English point of view—and learn that the two peoples, in spite of their different methods and usages are very much alike, and in pursuit of the same ends and objects.

I know both peoples pretty well now, but I do not know which Country, or which set of young men, would be the greater gainer by the exchange. I am sure that it would put an end for ever to that provincial spirit which still lingers on both sides, and especially among the young men of both sides, and would establish an endless chain of intercourse and sympathy, which it

would be to the perpetual interest of both countries to preserve.

What I mean by the provincial spirit which still exists among the young men of both countries, is that national prejudice born of intense love of country, which refuses to see or believe that anything can be done quite as well abroad as it is at home, and which looks with condescension and patronage upon the best efforts and achievements of other nations. This prejudice, though traceable to a very noble motive, does certainly stand in the way of the highest national development, and I know of no cure for it so effectual as would be the constant interchange of students in large numbers, between the great

Universities of the two nations. And if the movement lately inaugurated, for a more intimate relation and interchange of ideas and students between the Universities of English-speaking countries is to proceed in earnest, the Universities of the United States must not be left out.

In a matter so vital and far-reaching as Education, on which the supreme interests of both nations so absolutely depend, England and the United States cannot stand apart. They must each study the methods, motives, and results of the systems pursued by the other, and in a spirit of generous rivalry strive each to promote the moral, intellectual and spiritual welfare of its own people—being sure that in so doing they will

best advance the cause of civilization, and co-operate for the general welfare of mankind. I know of no more notable compliment ever paid by one to the other, than when your Board of Education published last year, for the information of the British public, in its Special Reports on Educational subjects, those two great volumes upon Education in the United States—so expressive of the sympathy and interest of this kindred people in all our experiments, mistakes and successes—and you may be sure that all the friends of Education in America, including every intelligent and public spirited citizen, are watching with equal sympathy and attention the great work which is being done here in the same direction.

If the moral courage and intellectual achievements of the English race the world over are to keep in advance, or even to keep pace with its material and industrial progress, it can only be done by maintaining at its highest level the standard of Education on both sides of the water, and especially by extending the higher education as broadly as possible among the men and women of both countries. And so I say let us stand together, and learn from each other and help each other all that we can.

As Mr. Lowell well said: "*The measure of a nation's true success is the amount it has contributed to the thought, the moral energy, the intellectual happiness, the spiritual hope and consolation of mankind.*"

The more strenuously we contend for that success, the stronger and warmer will be our friendship, our sympathy, and our mutual confidence and respect.

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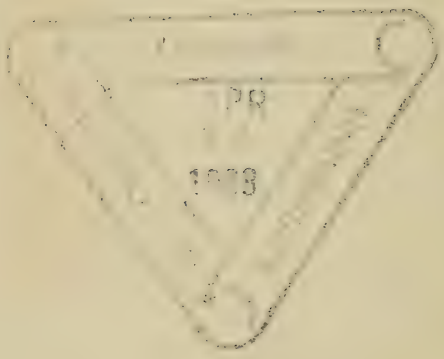

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